

*State Normal School*  
*at Natchitoches, La.*

REGISTER AND CIRCULAR

OF THE

STATE NORMAL SCHOOL

OF

LOUISIANA,



NATCHITOCHES, LA., 1886-'87.



REGISTER AND CIRCULAR  
OF THE  
STATE NORMAL SCHOOL OF LOUISIANA.

AT  
NATCHITOCHES, LA.,  
Rules Governing the Admission of Students,  
THEIR PROMOTION, GRADUATION, ETC.

AND  
AN ADDRESS BY THE PRESIDENT OF THE FACULTY.

*1888-89*

1886-1887.

(SECOND YEAR.)

*Fourth year*

NEW ORLEANS:  
A. W. HYATT, STATIONER AND PRINTER, 73 CAMP ST.—35,386  
1886.



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FACULTY.

1882-1883

EDWARD E. SHEIB, A. M., PH. D.,

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AN ADDRESS BY EDWARD E. SHEIB, PRESIDENT, ON THE  
FUNCTION OF THE NORMAL SCHOOL.

THE SUBLIMEST WORK OF HUMANITY IS THE MAN OF CULTURE. True culture is the highest possible development of man's talents and powers in accordance with nature's laws for the sake of personal well-being and the happiness of others. Family, school, state, church, pursue similar ends. The labors of these institutions—the great sources of culture and refinement—should of necessity be evolved in perfect harmony.

The modern state is forced to admit, and it recognizes more clearly every day, the obligation which demands imperatively, the education of its children and the protection of the lives and the rights of its citizens. Upon the sacred performance of the pledge to which it is committed—the education of those who will be called upon to assume the duties of citizenship—must depend the perpetuation and the growth of republican institutions. Hence our national development and the tender care of an educational system which is prepared to mould intelligent, self-reliant, and conscientious men and women, are made inseparable. The public school becomes the groundwork of the most perfect type of government ever attempted by a people. Government itself cannot be permanently attached to rigid characters. Old forms must disappear with the occasions which called them into life. Independence of thought, fidelity in matters of conviction, the cheerful sacrifice of some part of the individual's rights for the benefit of society, and the will to perform conscientiously what has been intelligently recognized as right, constitute the great virtues of the citizen of a free republic; they constitute at the same time the great virtues of the true man.

Thus education, which has for its object the perfection of the individual, becomes the most valuable factor of a free government. The true citizen of the republic, is at the same time the intelligent and moral man for whose perfection education labors.

These truths are generally admitted. They have led, little by little, to the erection of an institution which in many respects



is peculiarly national and which has become the pivotal point about which our system of public instruction revolves. They indicate the position which the "Normal Schools" occupy in the plan of public instruction.

EVERY DEPARTMENT OF KNOWLEDGE HAS BEEN, OR IT IS AT PRESENT MADE THE SUBJECT OF A SEARCHING PROCESS OF ANALYSIS, preparatory to its logical reconstruction upon scientific principles, and in conformity with the nature of the subject of inquiry and the laws of reason. The natural sciences have outstripped all others in this work of classifying and of explaining all natural phenomena in accordance with a few general laws.

The principles determining the development of society, economy, and government, and the rules by which moral and mental truths are developed, have, in a scarcely less degree, attracted the attention of philosophical inquisition.

The present age seems determined and prepared to wage war against chaos and ignorance wherever they appear. Not content to record mere facts, it demands to know the causes which underlie appearances.

In the face of this spirit of advancement which strives to subordinate everything to principle and order, it would be useless to antagonize intelligent progress with antiquated forms, cherished prejudices, and unreasonable bias. In the intellectual work as elsewhere, there can be no rest, no standstill.

LIFE IS MOTION, EITHER IN THE DIRECTION OF IMPROVEMENT, OR BACKWARD TO DECAY. So mental standstill signifies mental stagnation, and stagnation means degeneration. It would be idle, in view of this general forward movement, to anticipate a vigorous growth where few attempts have been made to dispel a prevailing confusion of ideas. Misconception in such instances helps to hide the real sources of evil. And it would indeed seem strange if, while we admit that even commercial and mercantile pursuits are subject to general philosophical truths, efforts should not have been made to discover whether there do not exist philosophical principles of education, and whether there are not immutable truths upon which a rational system of education can be founded.

IN NO OTHER DEPARTMENT OF HUMAN KNOWLEDGE HAS "EXPERIMENTING" BEEN PERMITTED TO PROCEED WITH SUCH MANIFEST RECKLESSNESS, WITH SUCH A DISREGARD FOR NATURAL LAWS AND SUCH AN IGNORANCE OF PURPOSE, AS IN THE FIELD OF EDUCATION. And as a consequence, for a long time methods have prevailed which have come down to us in a direct line from the old church schools of the thirteenth and fourteenth centuries. While elsewhere the world was putting forth new forms, the school which ought to prepare for life, lay encrusted in bias, in dust-covered garments, and in moth-eaten methods of ages which had passed away.

A sickly plant or animal quickly falls a prey to vermin, and the school which ignored a world that was advancing with giant strides, fell into the hands of ignorants and of dull pedagogues—the terror of the generations whom they undertook to mould with birch and strap. The profession was degraded and it continued in this unenviable plight almost up to the time of the educational renaissance in this country.

We are hardly a people to be deceived for any length of time by a display of magnificent buildings or by the rhetoric of flattering school reports. The questions propounded to us to-day read: Those who come from the schools, are they more intelligent,—better prepared to resist the temptations which will rush upon them when they enter the life of the world—more capable of performing well the duties of life and of citizenship—in short, are they morally and intellectually better men and women? If there is not a marked improvement in this direction, no one who has at heart the advancement and the happiness of our people, will be willing to find in the elegance and practical arrangement of our school-houses a proof of progress in the department of education.

IF THERE IS TO BE A PERMANENT IMPROVEMENT IN THE EDUCATIONAL SYSTEM, IT MUST BE EFFECTED IN A MANNER SIMILAR TO THAT WHICH HAS INAUGURATED PROGRESS IN EVERY OTHER FIELD OF KNOWLEDGE AND ART. Experimenting without a philosophy cannot achieve satisfactory results. Only, if there is *no* philosophy of education, then the results collected by an awkward system of experimenting, however unsatisfactory,

are nevertheless the most favorable returns we can look forward to. But we are far from admitting that education has no more trustworthy foundation than "chance," or that the labors of students and investigators, in the departments of psychology, biology, and ethics, have remained barren of results.

Every step that is taken to advance culture and refinement, at the same time assists in impressing on the mind more clearly the object of education, which was almost lost sight of during the period of demoralization that so long prevailed in the schools. But in order to recognize a higher object of education, consisting in delegating true worth to the individual, in perfecting the mind, and in moulding the character, a philosophical study of the principles of ethics and sociology had of necessity to precede.

However complicated the mental phenomena, and however difficult it may at times become to unravel the innumerable threads that form the net-work of some mental conditions, still mental growth is observed to advance in strict accordance with laws as immutable as those which regulate the changes in the outer world.

Hence the absurdity of all attempts to mould a character according to the highest ideas of morality, without a careful investigation of the principles of ethics; and therefore, too, the hopelessness of all labors to influence the development of the mind while disregarding the laws of psychology.

It is to this conclusion, then, that we are forced. An improvement of the system and of the methods of teaching, is only to be sought for in the careful study of the laws of mental and moral growth, and the sincerity with which all educational attempts and rules are rejected, for which a justification may not be found in the laws of development.

HENCE EDUCATED AND EFFICIENT TEACHERS ARE THE INDISPENSABLE FACTORS OF THE SCHOOLS. Institutions for the preparation and training of such teachers become the real fountains whence the schools must draw their energy, their intelligence, and their vitality.

The normal school is called upon to solve one of the most difficult problems which life, the existence of society, and the preservation of the state, suggest.

The schools, including the primary, the grammar, and the high school, are the institutions whose mission it is to care for the training and the education of the children of the nation. Their influence extends into the future and far beyond the limits of every other power; yet the normal school occupies a position more prominent, and the responsibilities which it assumes are greater.

The normal school undertakes to prepare with the necessary skill and accomplishments, those who will direct the education of the children and care for a harmonious development of youth,—physically, intellectually, aesthetically, and morally.

This harmonious development becomes the condition of refined intelligence. Bias, no matter whence it originates, is the natural source of an endless train of evils, the fountain of ignorance, of sensuality, and of unmanly egotism.

THE EFFECTS OF AN INHARMONIOUS DEVELOPMENT ARE REFLECTED IN THOSE MEN WHO, WHILE THEIR ATTENTION IS ENGAGED BY THE SUBLIME IDEAS OF SCIENCE AND ARTS, HAVE NO SYMPATHY FOR THEIR FELLOW-MEN, NO PATRIOTISM FOR THEIR COUNTRY, NO HEART FOR THEIR FAMILIES. Others bury themselves so deeply in the labors of their common occupation, or forget themselves so entirely in the pursuit of pleasure that they lose all conception of the nobler delights of intellectual activity. Again, others betray this bias in their conceit and pretence, in their real or pretended belief that they are the centers of a social life which circulates about them; or they manifest it in a pious contemplation and an impregnable conviction that they alone pursue the road to truth and virtue; they believe that they have a right to indulge in self-admiration, to grow irritable and harbor a spirit of resentment and persecution towards those who delight in the beauties of nature, the pleasures of society and worldly recreation. And finally, the effects of an inharmionious development are displayed in the lives of the mental cripples and monstrosities who have no faith in the good and the truth of the human heart, who ridicule every effort which is made and every battle which is fought for the welfare and improvement of the human race, and thereby rob themselves of that peace of mind and joy of heart which spring

from the consciousness of an exercise of unselfish and cordial benevolence.

AN ENDLESS LIST OF EVILS ORIGINATES IN A PREJUDICE WHICH CULTIVATES CERTAIN TALENTS AND FORCES AT THE COST OF OTHERS, AND DESTROYS THE EQUILIBRIUM OF MIND AND HEART, RENDERING IMPOSSIBLE A NORMAL AND BEAUTIFUL CONDUCT OF LIFE. Agreement between body and mind, and between understanding and heart, is the key to a noble and wise life, and is the only means for bringing about a perfect arrangement of all the spheres of human activity.

This is culture—a struggle for perfection and refinement in all that pertains to humanity. It leads in every direction to higher mental activity.

In the training of the understanding by means of intelligent thought, comparison and classification, this culture leads to the lofty spheres of science and rewards with bountiful stores of useful knowledge.

Guided by the idea of truth, it prepares the way for clearness and independence of thought.

By the cultivation of the feelings, it engrafts a proper appreciation of whatever is noble and humane.

Under the light of the idea of the beautiful, it awakens that joy of the heart which springs from refined and natural sociability, kindles a love for whatever is beautiful and graceful, whether displayed in the arrangement of colors, the harmony of sound, the artless art in nature, or witnessed in every act of justice, mercy and benevolence, or in self-sacrificing love—stamping the moral side of life with the impress of beauty and nobility.

This culture leads to the development of the will, and guided by the purest feelings of the heart, nourishes that true *humanity*, to which nothing which is beautiful, noble and humane can continue inimical.

The true nobility of man is portrayed in his *humanity*, and one of the first labors of those who undertake to educate others, is to combat selfishness, to nourish mutual love, to display a readiness to aid the weak and the ignorant, and to strive to be a guide and a support to the helpless and the despairing.

Light for the mind, strength for the will, love for the heart, and harmony between all human forces, these are the words of magic by which mankind holds itself suspended between heaven and earth in true sympathy with the worthiest aims of life.

THE VERY LOOSENESS OF OUR JUDGMENTS THREATENS TO UNDERMINE OUR SOCIAL AND NATIONAL LIFE.

The admiration which we evince spontaneously for a bold and daring deed, which in itself may be evil or even barbarous, seems to indicate that in the midst of a world throbbing with energy and vitality, even virtue cannot remain passive and still lay claim to that exalted name. Morality must be a living morality in a world that is all life and activity.

The greater, therefore, the necessity to consider and to comprehend clearly the higher aims of life. Otherwise, in the tumult of the multitude's vociferous applause in honor of rulers, statesmen, heroes and adventurers, whose deeds may all have been born of selfish and unworthy motives, our own judgments may become clouded.

VIEWED FROM EVERY POINT, A CAREFUL EDUCATION BECOMES THE CORNER-STONE OF INDIVIDUAL AND NATIONAL DEVELOPMENT AND INDEPENDENCE. The mission of the normal school is clearly to prepare teachers capable of performing this educational work in our national schools. It aims to prepare teachers to educate true men and women to humane dignity and to the appreciation of talents and forces harmoniously developed.

Such an education cares for the proper exercise of the understanding, the culture of good taste, and the shaping and the strengthening of the will.

It is an American and a humane idea to bespeak in every instance the education of the whole people. According to the principles of education, it is the individual who becomes the object of our labors. Consequently, only by devoting the requisite attention to all the individuals that go to make up a people, can both demands be complied with. The little or much originality belonging to each one, is not then sacrificed, and every individual becomes a centre and a power capable of contributing something to the wealth and the well-being of the race.

These demands are fully justified by the position, the tastes, the influence and the progress of the nation, and are in strict accord with the advanced notions of morality, society and government; they cannot be ignored without entailing national ruin, social corruption and individual destruction.

The normal school in the United States is closely interlinked with our system of public instruction and influences directly the whole educational work. Its influence as an institution for training those who in turn will be called upon to educate, and as an agent for the dissemination of knowledge, extends far beyond the limits within which the universities are productive of good.

But the graduates of the normal school pass directly from the study halls to the class rooms, come at once and daily in contact with the children of the people, in cities and in country districts, making it their profession and their life's labor to form the characters of these children, and to make them equal sharers in the knowledge they have gathered. No other institution is capable of accomplishing so much in an equally short time.

It would be idle to expect that the universities in their present form, and unwilling to admit even the existence of a science and an art of education, could supplant the normal schools.

But the peculiar position of the normal school is not made clear until we come to consider that the knowledge accumulated in various departments, collected in books and transmitted to students through the universities, high schools, the press, must be rearranged in accordance with the laws of mental growth, and in conformity with the different stages of the child's development.

For the child's mind is not capable of accepting at once general principles and theories, and of following intelligently the careful deductions from general truths to particular facts. On the contrary, the child's mental development proceeds, as it were, in a line parallel to that in which the human race has traveled in its progress from barbarism to civilization. The portals through which it receives impressions are the senses, and from the simple facts with which it becomes familiar it advances slowly to generalizations, associations and comparisons, abstractions and logical ideas.

THE CHILD IN THE COURSE OF ITS MENTAL GROWTH PRESENTS FEATURES WHICH CORRESPOND TO VARIOUS EPOCHS IN THE HISTORY OF THE HUMAN RACE. Its mind in these different stages evinces a disposition to be occupied with, and a keen appreciation of the same thoughts and feelings that engaged the human race during different periods of its historical growth. In the very grading of our schools we consciously or unconsciously admit this.

Nothing, indeed, causes the teacher so much concern, and, in truth, nothing so much retards the progress of education as this neglect to arrange the knowledge which is to be imparted to the child in accordance with the laws of mental development, and the historical epochs which mark the progress of the human race. In other words, there is an imperative demand for appropriate text-books in which the material is not collected systematically, but in which synthetically and in strict correspondence with the principle of psychology, the subjects are presented in an acceptable form.

This reconstruction of the text-books will constitute one of the most arduous tasks imposed on educators in the near future.

It constitutes one of the missions of the normal school. Nowhere else can this work be performed. Not in the common schools, for they can find neither time nor occasion for such labors. They must presuppose this work already completed. Not in the universities, for either they ignore this department of knowledge, or where such is not the case, no effort has been made to supply the means for close observation, and for the careful testing of theory and practice.

The normal school, however, while it devotes its labors to the study of psychology, ethics, and the theory of education, and undertakes to present to its students the best methods of teaching the various branches of knowledge, finds in its "practice schools" and "critiques" daily occasion for testing these methods by the principles of science, and at the same time it possesses in the "practice school" a most fruitful field for intelligent observation and reliable experience. It is, therefore, peculiarly well adapted for this task of rearrangement of all



knowledge for the use of the schools. In as much as it recognizes no higher purpose than the attainment of the conditions of rational education, it affords every security for the intelligent performance of its work.

Moreover, a constant contact with the common schools, and through these with the thoughts and the aims of the people, assists in bringing about that friction of ideas which is essential to mental growth. The excellence of whatever the normal schools may accomplish, is almost immediately reflected in an improvement in the work of the teachers. Every valuable suggestion, no matter whence it springs, is likely to receive immediate consideration. Under these circumstances—so to say, with the life blood of the nation throbbing in its veins—it is next to impossible for the normal school to lose sight of its high mission, and to degenerate into a school of routine and mannerism.

The public schools have been charged, and certainly not without good reason, with what often looks like even a willful neglect of the sympathetic side of human nature. That love for the beautiful, in nature and in deed, and that force of character which alone confers upon us the dignity of manhood, has been overlooked, while all efforts were being united to develop the intellect. Or in their anxiety to avoid the religious question—a question which, very wisely, has been excluded from the public schools—teachers have hesitated to assume the responsibility of the moral culture of the child, sharing with so many the narrow view that morality and sectarianism are inseparable, and forgetting that there is a morality, pure and simple, based upon fundamental principles which are equally binding to Buddhist, to Hebrew, to Christians, and to the followers of Islam.

The normal school recognizes the noble object of education. In strict conformity with this object it founds the educational work upon principles of psychology and ethics. It is, therefore, from its very composition, driven to the cultivation of the moral side of man, and in this respect it becomes the valuable factor which alone is capable of effecting a reform in the public school by bestowing upon the moral education that care and attention which for so long a time has been wrongly withheld.

As in all other institutions, no matter what may have been their original objects, so in this instance the mere es-

tablishment of schools, their arrangement according to some plan, the distribution of the labor and the employment of capable instructors, will not necessarily insure a vigorous and healthful development.

THE BEST SYSTEM OF EDUCATION WHICH WE CAN DEVISE MUST STILL PRESENT THE POSSIBILITY OF FURTHER DEVELOPMENT, AND MUST CONTINUALLY GIVE EVIDENCE OF ITS EXISTENCE AS A LIVING ORGANISM.

Otherwise in pursuance with the laws of growth, the torpor into which it must inevitably sink is only the beginning of degeneration and disintegration.

The normal school, with its theoretical and practical departments, its constant revision of studies, its critical test of all work which it may be called on to perform, its amenability to no other authority than the laws of mental growth, morality, and national welfare, and its constant contact with the world, affords the most reliable security for its maintenance as the central point of our educational system. It becomes a guarantee that the public schools will be protected against false and mischievous notions; that mere routine and mannerism will be supplanted by intelligent work; that our schools will continue living and progressive institutions, exerting their refining influences in ever-widening spheres, by preparing the way for pure individual and national life.

In an age in which the preservation of energy has become the paramount consideration in all undertakings, institutions for education, no less than mercantile ventures, are influenced by this spirit of the times. In response to this demand of the age, the normal school, by securing intelligent methods and aids, by the careful training of practical teachers, by a just consideration of the requirements of the people, by the elimination of all that is vague, confusing and positively superfluous, is capable of accomplishing in a few years what in the slow march of former centuries was not even vaguely comprehended. In its labors and its methods it breathes the spirit of progress and an advanced civilization, and in its adaptability to local acquirements without a sacrifice of principle, it evinces its freedom from a rigidity characteristic of institutions which are passing away.

Perhaps what we demand, even what we hope for, may be sneered at as Utopian. Yet the fundamental truths upon which the realization of these ideas are to be based, justify both hopes and demands. Even should this remain doubtful, the mere possession of an ideal is an indication of progress. "Man grows with his nobler purposes."

What will be the conclusion? Has not the normal school a duty to perform by training individuals to increase the culture of many? As long as life continues the individual is destined to serve others; and this self-sacrificing love is the means by which he cultivates himself and his fellow-men. What in this respect is true of individuals, may be asserted of nations. Hence, culture is the grand total of worldly material, of acquired knowledge, of intelligence, and insight, with which mankind the nations, and the individuals, labor for worldly purposes.

The goal may be distant, and the number of men who can recognize it and struggle for it may be small. They may feel the solitude which surrounds them in the midst of a tumultuous multitude, the storm of events and passions, and the crowd of antiquated conceptions doomed to pass away, and associated with a generation which is unskilled and uncalled to perform the better work of the future—children of a former century who anxiously pick up a few grains left over from the seedtime, hoping to find nourishment in these when the golden harvest of a new era already covers the land.

Scattering the seed over the earth as yet covered with the winter's snow, preparing for and looking forward to the dawn of a new morning, nobler men unite; a band of workers, uncomprehended by the crowd, they are prepared to pronounce the magic word which gives expression to the pent-up and unspoken longings of the heart; with hearts that can enkindle new life in other hearts; with hands that labor for the weal of others; with eyes full of confidence uplifted to the pure ideal of humanity.

EDWARD E. SHEIB.

## REGISTER OF STUDENTS.

## CLASS A.

NAME.	ADDRESS.	PARISH.
Ezernack, Miss Mary Odalie.....	Natchitoches,	Natchitoches.
Hughes, Miss Mary Helen.....	Natchitoches,	Natchitoches.
Ker, Miss Kate.....	New Iberia,	Iberia.
Martin, Miss Alice.....	Baton Rouge.	E. Baton Rouge.
McCarty, Miss Grace.....	Homer,	Claiborne.
Oswalt, Miss Eunna.....	Troyville,	Catahoula.
Philips, Miss Sallie May .....	Homer.	Claiborne.
Washington, Miss Mary E.....	Ruston.	Lincoln.

## CLASS B.

Coffee, Miss Frances Lee.....	Mansfield,	DeSoto.
Coffee, Miss Florence.....	Mansfield,	DeSoto.
Dorman, Miss Martha Ann.....	Saline,	Bienville.
Edgerton, Miss Alice Trotti.....	Saline,	Bienville.
Elfer, Mr. Numa Charles.....	Thibodaux.	Lafourche.
Ford, Mr. William Lafayette.....	Winn.	Winn.
Fortson, Miss Lizzie Richardson..	Bethany.	Caddo.
Gill, Miss Josephine.....	Spring Ridge,	Caddo.
Henry, Miss Alice.....	Walnut Lane.	Union.
Hight, Miss Eugenia .....	Mosely's Bluff,	Union.
Hightower, Miss Lelia.....	Homer,	Claiborne.
Hill, Miss Rosa.....	Robeline,	Natchitoches.
Hodge, Miss Mitsie Aseneth.....	Walnut Lane,	Union.
Kearney, Mr. Sam'l Dnerson.....	Natchitoches,	Natchitoches.
Lay, Mr. Madison R. ....		Natchitoches.
Levy, Miss Bertha.....	Natchitoches,	Natchitoches.
Pegues, Miss Mary.....	Mansfield,	DeSoto.
Pierson, Miss Alice.....	Natchitoches.	Natchitoches.
Yarborough, Miss Ione.....	Mansfield,	DeSoto.

## CLASS C.

Aaron, Miss Hannah.....	Natchitoches,	Natchitoches.
Barnes, Miss Roberta.....	Natchitoches,	Natchitoches.
Barnes, Mr. George.....	Natchitoches,	Natchitoches.
Breazeale, Miss Mand M.....	Natchitoches,	Natchitoches.

NAME.	ADDRESS.	PARISH.
Breazeale, Mr. Elisha Winter.....	Burmda,	Natchitoches.
Corbit, Mrs. Ida.....	Natchitoches.	Natchitoches.
Cosgrove, Miss Marie Louise.....	Natchitoches.	Natchitoches.
Debliex, Miss Cecil.....	Natchitoches.	Natchitoches.
Dietrich, Mr. Albert West.....	Natchitoches.	Natchitoches.
Dugger, Mr. Charles Webb.....		Giant.
Haller, Miss Pauline.....	Natchitoches.	Natchitoches.
Hughes, Miss Laura Christine ....	Natchitoches.	Natchitoches.
Hughes, Miss Jimetta.....	Natchitoches.	Natchitoches.
Hyams, Mr. Eleazar Levy.....	Natchitoches.	Natchitoches.
Johnson, Mr. John T. ....	Natchitoches.	Natchitoches.
Kahn, Miss Bertha.....	Natchitoches.	Natchitoches.
Kearney, Miss Nena.....	Natchitoches.	Natchitoches.
Keegan, Miss Julia Newton.. ....	Natchitoches.	Natchitoches.
Levy, Miss Anna Rebecca.....	Natchitoches.	Natchitoches.
Levy, Mr. Samuel.....	Natchitoches.	Natchitoches.
Messi, Miss Harriett.....	Natchitoches.	Natchitoches.
Percy, Mr. Richard Chaplin.....	Natchitoches.	Natchitoches.
Rachal, Miss Lizzie.....	Robeline.	Natchitoches.
Rosenthal, Mr. Benjamin.....	Alexandria,	Rapides.
Rusca, Miss Eugenie.....	Alexandria,	Rapides.
Safford, Miss Hattie Rebecca.....	Alexandria,	Rapides.
Safford, Mr. Whitcomb.....	Alexandria,	Rapides.
Sullivan, Miss Mary Campbell...	Natchitoches.	Natchitoches.
Tessier, Miss Emma.....	Natchitoches.	Natchitoches.
Tharp, Mr. Edgar Allen.....	{ Diekson's X Roads,	Bossier.
Trichel, Miss Emma Eliza.....	Natchitoches.	Natchitoches.
Trichel, Miss Kate Lea.....	Natchitoches.	Natchitoches.

## GRADUATES OF THE FIRST YEAR, ENDING MAY 1ST, 1886.

MISS EMMA OSWALT.....Troyville, Catahoula Parish.

MISS SALLIE MAY PHILLIPS.....Homer, Claiborne Parish.

MISS MARY E. WASHINGTON.....Ruskin, Lincoln Parish.

## GENERAL INFORMATION FOR THOSE WHO INTEND TO APPLY FOR ADMISSION TO THE STATE NORMAL SCHOOL

### ADMISSION.

Candidates for admission must present on the day of examination a satisfactory certificate of good moral character : must declare their intention of faithfully observing the regulations of the school and of continuing in the same during the time required for graduation, unless honorably discharged : must certify in writing their full intention of teaching in the Public Schools of Louisiana for at least one year after graduation, and must pass a satisfactory examination in Reading, Writing, English Grammar, Arithmetic, Geography and History of the United States.

No preparatory department is connected with the Normal School. Proficiency in the branches of study just enumerated will be required of all applicants for admission.

The next term will begin on *Monday, October 11th, 1886*. Examinations will be held during the previous week.

No student will be examined for admission after that time, unless by special permission.

Young ladies and young gentlemen who wish to apply for admission, should at once notify the President of their purpose.

The school year begins Monday, October 5th, 1886, and ends Thursday, April 28th, 1887.

Closing exercises Wednesday, April 27th, 1887.

Class day, Thursday, April 28th, 1887.

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### SCHOOL SESSION.

Classes are held daily, except on Sundays, during the Christmas week, and on all thanksgiving and fast days authorized by the State or General Government.

The daily session begins at 9 o'clock in the morning and continues till 2:40 in the afternoon. Calisthenic exercises at 11:15 A. M. Recess at 1:05 P. M.

There are no recitations on Saturdays. The short Saturday session, which closes at 12 o'clock, noon, is devoted to lectures, discussions, conferences, the consideration of the work performed during the week, etc.

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COURSE OF STUDY.

The following branches of study have been prescribed for the Normal School Course, extending over two years :

Review and methods of teaching.

Arithmetic, Geography, Grammar, Composition, Reading and Phonetics, History, Drawing, Penmanship, Spelling, Calisthenics and Music.

Literature, Natural Sciences, Hygienic Physiology.

Civil Government.

Philosophy of Education, History of Education, Science and Art of Teaching, Psychology, Ethics, Discipline and School Management.

Practical Teaching in the Practice School.

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DISCIPLINE.

It is presumed that those who attend the Normal School wish to prepare to teach. All who do not purpose to devote themselves seriously to the study of this profession are advised to select some other pursuit. The authorities of the Normal School do not propose to resort to compulsion. They expect that students should govern themselves, refrain from all improprieties of conduct, comply cheerfully with the regulations of the Institution, and conform willingly to the known wishes of their professors.

Unladylike or ungentelemanly conduct will entail immediate expulsion from the school, and, under no circumstances, will a student, whom it may become necessary to dismiss, be re-admitted.

The faithful performance of their duties will be encouraged for its own sake and the dignity it lends to the character, and not in order that students may obtain marks of credit ; therefore, no attempt will be made to excite a feeling of emulation, and students will not be ranked according to their apparent success in their studies. Such attempts are antagonistic to the highest educational principles, and the employment of such means to ensure success would be all the more reprehensible in the preparation of those who are to become teachers.

## AIMS OF THE SCHOOL.

The Normal School aims to prepare efficient teachers for the Public Schools of Louisiana. It strives to impart to its students a knowledge of the true principles of education and to make them familiar with the best methods of teaching, and it endeavors to communicate to them the Art of Teaching.

It seeks to prepare teachers who will be competent and self-reliant, trusting to their own abilities rather than to rules and text books.

It labors to develop in the students that moral force which will in turn be reflected in the characters of the children who will be intrusted to their guidance.

It endeavors to impress upon the student the conviction that in the exercise of this profession the teacher must not trust to accident; that a conscientious account must be rendered for every step taken or admitted, and that any neglect on the part of the teacher, whether it arises from ignorance or indifference, may prove as fatal to the moral and mental development of the child as would carelessness and indolence on the part of a physician to its bodily health and well-being.

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METHODS.

During the entire Normal School course theory and practice go hand in hand. Familiarity with the pedagogical sciences and acquaintance with the best methods do not of themselves create good teachers. Those who have studied theory only, do not realize their helplessness until placed in charge of a class of children and requested to apply their theories to the particular cases which come under observation.

In order to secure trained teachers, capable of passing directly from the Normal School to the class room, daily exercises in teaching in the Practice School become necessary.

The exercises in the Practice School are conducted by one of the students in the presence of classmates and professors. All students are expected to take notes, during the progress of these exercises, to be used for subsequent criticisms.



Careful preparation for each exercise in the Practice School is required. An outline of such a preparation must be in writing, and is submitted to the professor in charge of the Practice School, before the exercise can proceed.

These carefully directed exercises in teaching, form an important part of the Normal School work. They quickly acquaint the student with the art of teaching and school management.

The "Critique," which is held two or three times in each week, has a three fold purpose: The encouragement of self observation, the correction of mistakes made in the Practice School, and the detection of all departures from what have been recognized as the true principles and methods of teaching.

A part of the Normal School building is used for the accommodation of the Practice School. The course of studies prescribed for the children attending this school is similar to that followed in the elementary schools of the State.

Attention will be given to the construction of simple and inexpensive apparatus for the illustration of Physics, Geometry, Object Lesson, etc.

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#### PROMOTION.

Students are promoted from one class to another, at the close of a term, after careful examinations, oral and written, in all the studies pursued during that term.

At the close of the school term they are examined in the studies taught in the Public Schools of the State. After passing a satisfactory examination in these branches and in the different studies of the Normal School, they are permitted to graduate.

In all appointments of teachers preference will be given to graduates of the State Normal School, and the diploma of the institution shall entitle the holder to a State teacher's certificate.

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#### EXPENSES, ETC.

Tuition is free. At present text books are not furnished by the Institution.

Students should bring with them, for the purpose of reference and comparison, the text books which they have already studied, together with a Dictionary and an Atlas.

## BOARDING AND LODGING DEPARTMENT.

Young gentlemen board in town, where they can find comfortable quarters with respectable families for \$12 or \$13 per month. Young ladies may also board in town at similar rates, but they are advised to take quarters at the Students' Club House. This building opens directly into the main building, and its inmates are not exposed to the inclemency of the weather. They have also the use of the parlor, reading room and library, music hall and extensive grounds, at all times.

The "Club" system, it is believed, gives the most satisfaction for the least outlay. The expenses are reduced to the actual cost of living, the members of the Club receiving just what they vote to pay for. The officers, a President, Treasurer, Dining Room Committee, and Purchasing Committee, are elected by the Club. All servants are employed and business transacted by appropriate committees. The bill of fare is made out for the week and given to the housekeeper, whose duty it is to see that the wishes of the Club are carried into effect. Abuses or errors can be corrected at any time by a meeting of the Club.

Lady students wishing to join the Club, will have furnished them, bedstead, mattress, study-table, washstand, bowl, pitcher and chair. Each pupil is expected to bring with her, pillow, bed clothing, towels and napkins, all plainly marked with her own name.

The initiation fee is \$4, for use of furniture and incidental expenses. Board for each member has not exceeded \$12.50 per month, exclusive of washing and it is believed that with a larger number of students this may be reduced to about ten dollars.

A list of respectable families that are willing to receive students will be found in the President's office. No rooms must be engaged without his approval.

Students coming to Natchitoches by railroad procure tickets to Provencal Station on the Texas and Pacific Railroad. Conveyances from Natchitoches meet all trains at that station.

Those coming by boat stop either at Natchitoches or at Grand Ecore, on Red River.

## LOCATION.

The town of Natchitoches is centrally located; its surroundings are beautiful, and the climate exceptionally pleasant and healthy. The Normal School building is situated on a hill at a short distance from town, and commands an extensive view of the surrounding country. Attached to the building are about 150 acres of land which are being converted, as rapidly as possible, into a beautiful park. The building is particularly well adapted to the purposes of a Normal Institution.

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## LIBRARY, MUSEUM, ETC.

The Board of Administrators will, each year, devote some part of the revenues of the institution to the acquisition of books for a Student's Reference Library.

The reading room was opened on November 15th, 1885.

Many books and papers have been donated and a beginning made to the formation of a valuable library.

Philosophical apparatus, charts, books, and a museum containing collections, illustrating the various departments of science, are greatly needed.

Patriotic and philanthropic citizens of Louisiana and the friends of progress and education can confer a great benefit upon the Institution by making donations to its Library, Museum, Reading and Lecture rooms.

For all further information, address the President.





